DOCUMENT RESUME

ED 382 717 UD 030 401

AUTHOR	Nieto, Sonia
TITLE	A History of the Education of Puerto Rican Students in U.S. Mainland Schools: "Losers," "Outsiders," or "Leaders"?
PUB DATE	95
NOTE	24p.; Chapter 22 in the "Handbook of Research on Multicultural Education," p388-411. See UD 030 379.
AVAILABLE FROM	Individual chapters not available separately.
PUB TYPE	Information Analyses (070)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Colonialism; Cultural Background; Disadvantaged Youth; Dropouts; Educational History; Educational Research; Elementary Secondary Education; *Ethnicity; Ethnocentrism; Hispanic Americans; *Immigrants; Minority Groups; Public Policy; *Puerto Ricans; Racial Differences; *Self Determination
IDENTIFIERS	*Hispanic American Students; Language Minorities

ABSTRACT

As subjects of numerous studies and research reports since the 1930s, Puerto Ricans in U.S. mainland schools have been portrayed as problems, as losers or disadvantaged, and as potentially at risk. This chapter documents the difficult educational history of Puerto Ricans, who have been in U.S.-controlled schools even in Puerto Rico since 1898, to understand the impacts of their experiences and reasons for it, and to explore some possible solutions. Three persistent dilemmas related to the topic that must be acknowledged are the issue of appropriate ethnic labels, the inconsistency of data available about Puerto Ricans, and the dropout crisis. Three themes have characterized the Puerto Rican educational experience: (1) the legacy of colonialism; (2) the roles of racism, ethnocentrism, and linguicism; and (3) the quest for self-determination. Schools must be made more accommodating to the needs of Puerto Rican students and must acknowledge the importance of linguistic and cultural maintenance. (Contains 126 references.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****